APK: We have looked at how to use a PowerPoint as a VISUAL AID for an in-person (speaker-directed) presentation. So what if you need to give people information and you aren’t there?

The Assignment: Create an ORIGINAL PowerPoint which will function as a kiosk (slides advance automatically) or a user-directed (the user has to click to advance the slides) show.

You CHOOSE:

* topic (if you want to “double dip” for another class’s assignment, you must check with your other teacher and me in advance)
* kiosk (must include **timings**) or user-directed (must include **hyperlinks**)
  + user-directed: not sure how to do hyperlinks? Try looking up “virtual museum powerpoint” in Google. These are AWESOME! The lady who “invented” these is Christy Keeler—her site has samples and directions. “Virtual Bookshelf” is a variant on this.
  + kiosk: be sure your timing for each slide is long enough for a slow reader to get to the bottom of the slide. Everything must run WITHOUT ANYONE PUSHING BUTTONS!

Requirements:

* Audio must be included in your PowerPoint
* Minimum 10 slides (including Works Cited)
* Must include some kind of animation, at some point (your Works Cited marching up would be cute)

How do I do this?

* Use PowerPoint help (press F1 while in ppt) to figure out technical requirements. Some copies of PowerPoint don’t let you embed video…I don’t know why. If that’s the case for you…don’t embed video!
* Use what you know about PowerPoint and quality presentations (images, one point per slide, etc)
* Use YouTube to find videos about how to do a good PowerPoint presentation! (There are several TedTalks on the subject, for example.)
* Use the rubrics to make a checklist of requirements and be certain you will earn the mark you are aiming for
* Use the “Plagiarism” page on my website to ensure you are not accidentally taking credit for someone else’s work. HINT: if you put an MLA-style credit on or under each photo, you don’t have to include them in your works cited (for the purposes of this assignment).

When is this due?

Tuesday, April 7th.

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|  | 4 Excellent | 3 Good | 2 OK | 1 Not there yet |
| Content | There is excellent detail on the chosen topic, and facts are correct. | There is some detail on the chosen topic, and major points are correct. | There is not much detail on the topic, and there are noticeable factual errors. | There is little detail and facts are largely incorrect. |
| Citation | All non-original graphics and information are correctly cited in MLA style. | All non-original graphics and information are cited, but MLA style has errors. | All non-original graphics and information are cited, but MLA style isn’t attempted | One graphic or piece of information lacks a citation.  \*\*If more than one lacks citation, the project is plagiarized and **entire mark** is 0. |
| Visual appeal | Presentation has a coherent colour scheme and visual “look”, which enhances the information presented. | Presentation has a coherent colour scheme and visual “look” which does not distract from the information presented. | Presentation is pleasant to look at, but lacks a coherent “look”. | Presentation is jarring to look at, or visuals contradict content  (topic is “tropical fish” and background is of basketball court, for example) |
| Technical skill | Student shows he/she has made an effort to learn how to use features of PowerPoint beyond the basics | Student uses basic skills well to make a presentation. Is able to ask for help or use help directory as needed. | Student can create a basic presentation with minimal help from others. | Student needs help to create a basic PowerPoint presentation. |
| Timings | Automatic timings are long enough for a slow reader to read entire slide. Timings are adjusted to content. | Automatic timings are slightly too short for the slow reader to get to the end. Timings are adjusted to slide content. | Automatic timings are either much too short/long OR are “set and forget” (do not change when content length changes). | Timings only work on some slides OR do not work at all. |
| English skills (grammar, spelling, capitalization, etc) | No errors. | Occasional errors are not distracting. | Occasional errors may distract but do not impede meaning. | Frequent serious errors interfere with meaning. |

**PowerPoint: Kiosk option**

**PowerPoint: User-directed option**

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| Hyperlinks | Student uses internal (slide-to-slide) and external (to webpages) hyperlinks, with returns! | Student uses EITHER internal or external hyperlinks, with returns. | Student’s hyperlinks do not return users to the previous slide. | Hyperlinks only work on some slides OR do not work at all. |
| English skills (grammar, spelling, capitalization, etc) | No errors. | Occasional errors are not distracting. | Occasional errors may distract but do not impede meaning. | Frequent serious errors interfere with meaning. |